



## Morgan County Schools Kindergarten Math Pacing Guide 2018-19

- AMSTI resources, OGAP strategies, and other explicit strategies are used to address the standards.

<i>First Nine Weeks</i>	<i>Second Nine Weeks</i>
<p><b>Counting and Cardinality</b>  <b>K.CC.1</b> Count to 100 by ones and tens            *Count to 25 by ones  <b>K.CC.3</b>            Write the numbers from 0-20. Represent a number of objects with a written numeral 0-20.            *Write numbers 0-5  <b>K.CC.4A</b>            *When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object            *To 5  <b>K.CC.4b</b>            Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.            *To 5  <b>K.CC.4c</b>            Understand that each successive number name refers to a quantity that is one larger            *0-5  <b>K.CC.5</b>            Count to answer questions about as many as 20 things arranged in a line. A rectangular array, or a circle, or as many as 10 things scattered configuration; given a number from 1-20, count out that many objects            *Count up to 5 objects when organized in a line, array, or circle  <b>Operations and Algebraic Thinking</b>  <b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds acting out situations, verbal explanations, expressions, or equations            *Add and Subtract 0-5  <b>Geometry</b>  <b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size  <b>K.G.3</b> Identify shapes as two-dimensional or three-dimensional shapes            *Identify two dimensional shapes(triangle, square, rectangle, circle, oval, rhombus)</p>	<p><b>Counting and Cardinality</b>  <b>K.CC.1</b> Count to 100 by ones and tens            *Count to 50 by ones  <b>*Count to 100 by tens</b>  <b>K.CC.3</b>            Write the numbers from 0-20. Represent a number of objects with a written numeral 0-20            *Write numbers 0-10  <b>K.CC.4A</b>            *When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object            *To 10  <b>K.CC.4b</b>            Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.            *To 10  <b>K.CC.4c</b>            Understand that each successive number name refers to a quantity that is one larger            *0-10  <b>K.CC.5</b>            Count to answer questions about as many as 20 things arranged in a line. A rectangular array, or a circle, or as many as 10 things scattered configuration; given a number from 1-20, count out that many objects            *Count up to 10 objects when organized in a line, array, or circle  <b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies            *To 10 using language greater than/less than  <b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals  <b>Operations and Algebraic Thinking</b>  <b>K.OA.1:</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations            *add and subtract 0-5  <b>K.OA.2:</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem            *add and subtract 0-5  <b>K.OA.3:</b> Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects, drawings, and record each decomposition by a drawing or equation (<math>5=2+3</math>)            *to 5  <b>K.OA.5:</b> Fluently add and subtract within 5            *developing fluency to 5  <b>Geometry</b>  <b>K.G.1</b> Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to</p>

<b>Third Nine Weeks</b>	<b>Fourth Nine Weeks</b>
<p><b>Counting and Cardinality</b>  <b>K.CC.1</b> Count to 100 by ones and tens  *Count to 75 by ones  <b>K.CC.2</b> Count forward beginning from a given number within the known sequence. (Instead of having to begin at 1).  *To 50  <b>K.CC.3</b>  Write the numbers from 0-20. Represent a number of objects with a written numeral 0-20  *Write numbers 0-15  <b>K.CC.4</b>  *When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object  *To 15  <b>K.CC.5</b>  Count to answer questions about as many as 20 things arranged in a line. A rectangular array, or a circle, or as many as 10 things scattered configuration; given a number from 1-20, count out that many objects  *Count up to 15 objects when organized in a rectangle, circle, line  *Count to 5 when scattered  <b>K.CC.6:</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; by using matching and counting strategies (include groups with up to 10 objects)  <b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals  <b>Operations and Algebraic Thinking</b>  <b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds acting out situations, verbal explanations, expressions, or equations  *Add and Subtract 0-10  <b>K.OA.2</b> Solve addition and subtraction word problems and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  *Add and subtract 0-10  <b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (e.g., <math>5=2+3</math>)  *within 10  <b>K.OA.5</b> Fluently add and subtract within 5.  <b>Measurement and Data</b>  <b>K.MD.1:</b> Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object  <b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has more or less of the attribute, and describe the difference  <b>K.MD.3</b> Classify objects into given categories: count the number of objects in each category, and sort the categories by count</p>	<p><b>Counting and Cardinality</b>  <b>K.CC.1</b> Count to 100 by ones and tens  *Count to 100 by ones  <b>K.CC.2</b> Count forward beginning from a given number within the known sequence. (Instead of having to begin at 1).  *To 100  <b>K.CC.3</b>  Write the numbers from 0-20. Represent a number of objects with a written numeral 0-20  *Write numbers 0-20  <b>K.CC.4</b>  *When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object  *To 20  <b>K.CC.5</b>  Count to answer questions about as many as 20 things arranged in a line. A rectangular array, or a circle, or as many as 10 things scattered configuration; given a number from 1-20, count out that many objects  *Count up to 20 objects when organized in a rectangle, circle, line  *Count to 10 when scattered    <b>Operations and Algebraic Thinking</b>  <b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds acting out situations, verbal explanations, expressions, or equations  *Add and Subtract 0-10  <b>K.OA.2</b> Solve addition and subtraction word problems and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  *Add and subtract 0-10  <b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (e.g., <math>5=2+3</math>)  <b>K.OA.4</b> For any number 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.  <b>K.OA.5</b> Fluently add and subtract within 5.    <b>Numbers and Operations in Base Ten</b>  <b>K.NBT.1</b> Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects or drawings and recording each composition or decomposition by drawing or equation (e.g., <math>18=10+8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.  <b>Geometry</b>  <b>K.G.6</b> Compose simple shapes to form larger shapes.</p>